Time and Task Management in a 1:1 Program -- Multitasking and Distraction

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see: http://tinyurl.com/li12mka for all presentation materials

Laura Doto:

We developed an approach for training teachers called "creating virtual stations."

Teachers can use it in their classrooms to encourage students to work independently without getting off-task. This approach takes into account the existence of multi-tasking in the modern world, but works with that to increase learners' engagement.

slack time: the time you are waiting for something to happen (usually on technology) -- you can think of it as a distraction, or as a time to be used for other things

Larry Rosen's work on multi-tasking and the brain (\_Rewired\_), and how this applies to teaching:

Should we take into account students' established multitasking abilities in designing what we do in class? Yes -- but we also need to take into account the [capacity of the brain to learn to work in new ways?]

There is always some form of dual-task interference, always a cost to doing more than one task at a time, but there are also benefits to it.

If you want students to focus on ONE thing, it had better be very interesting.

Or you need to design lessons so that multi-tasking becomes an asset, not a liability.

to attend

vs

to engage

(passive or active)

attention is about novelty, disruption, etc. but giving or paying attention is largely individual

engagement is about participation, dialogue, relevance, it is not one-sided

Jill Maza:

We started with a chart of paths showing "how to focus in an age of distraction."

(See presentation materials for source.)

This chart could be used as a starting point for discussion with students, parents, SSO, about healthy habits.

We then decided that for our purposes, we needed to focus on the right half:

work

create rituals/habits in the classroom

communicate

reflect and review

we developed a virtual station on each of these points (see resource pack)

for teachers to use and translate into a useful form for their classrooms

Task: Identify the key elements of engagement as seen in KP's story (shown in video):

is he an artist by nature or by nurture?

innovation is about trial and error, requires confidence (support from parents)

he achieved something (creating iPhone) by taking risks

he was willing to take risks because his parents had confidence in his abilities to do well (as opposed to knowing content)

If you do this once in class as a whole class, many ppl will not succeed at the task.

In a virtual station, participants can go back and listen to the video again, in order to do a more complex task.

key: give participants guidance, choice, autonomy, clear directions, require that they be accountable for their individual work but able to collaborate on some pieces if they choose, require that they reflect on what they learn...